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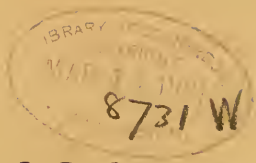

University and School Extension.

(PHILOSOPHY OF EDUCATION.)

Special Course.

THE STUDY OF CHILDREN.

1891.

N. A. CALKINS.

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Philosophy of Education.

Special Course.

THE STUDY OF CHILDREN.

(*Three to seven years of age, inclusive.*)

To know children and how to train and teach them properly we must learn how to study them. It is not sufficient to study *about* children ; the children themselves must be studied if we would know their individual tendencies and how to modify and guide these inclinations in ways that will lead to the best results in education. To study children successfully, observations must be made in an intelligent and scientific way. We must learn to discriminate between the useful and the useless in what we observe. We should learn to make a diagnosis from what we discover as to the present conditions and needs of the child.

The common habit of hastily judging children to be good or bad, bright or dull, without endeavoring to discover that which tends to make them good or bad, bright or dull, must be overcome in ourselves before we can learn the actual state of the child's mind and its tendencies.

The child feels and acts, but he does not know whence comes the impulse that causes the feeling and leads to the act. He cannot study himself and know what leads him to do as he does. We must find from whence spring the impulses that produce the conditions which are manifested by the child. Do they start in the physical or in the mental or the moral conditions of the child ? These inquiries must

pertain to each child observed, and be continued without hasty conclusions, if we would study children so as to know how to train them. Generalizations should only follow many observations and be reached after a series of conclusions relative to similar conditions, data, etc. The average of hundreds of observations, made in each of many differing environments and physical conditions, are necessary to determine what is a normal condition of children. Having ascertained this average normal condition, we shall have a standard by which we may readily detect abnormal traits, whether of backwardness or precocity, pertaining to any division of the child's nature. With this knowledge determined at an early age of the child, the way to overcome abnormal traits, during the early stages of development, may be understood by the parent and the teacher. From a practical study of children we may gain such an insight into their mental, moral, and physical conditions as will suggest the best means for properly training them.

Among the chief purposes of this *Special Course*, in the Philosophy of Education, are the following:

For Parents.

First.—To awaken an interest among parents of young children that will lead them to study their children in a practical manner, and with definite results in relation to their physical, mental, and moral development; and to keep intelligent records of such observations, and to report the essential facts recorded, in accordance with blanks and instructions provided.

The plans for accomplishing this require that the facts thus gathered, relative to the children of similar environments, physical conditions, and mental activities, shall be classified and submitted to a committee of experts, who shall summarize the results obtained. Copies of these summaries may become exceedingly valuable to

parents and teachers by suggesting needed hints for subsequent observations, and for the better training of their own children.

It is hoped that, by means of the materials which may be ultimately gathered from an extended range of observations, the psychology of childhood will become more generally understood.

Inasmuch as the earliest training of the child begins at home, parents should become especially interested in studying the development of children during the years of the period herein indicated. At this period everything pertaining to the development of the child into fitness for the duties of subsequent life is in the germ; nothing has expanded into power. This is the important time to begin the training that shall establish a right, self-acting power in the child.

For Normal Schools.

Second.—To provide outlines for a course of observations and records which may be used in Normal Schools to aid in training those who are preparing to teach so as to increase their success in subsequent work. In addition to a knowledge of the subjects to be taught, and the good methods for instruction usually obtained by these students, they should be trained to study children with a view to gaining systematic knowledge of their conditions in relation to mental activities, natural tendencies, and physical conditions.

The importance to the pupil and to the teacher of normal training in studying children should make it a part of the course of instruction in all schools for the training of teachers.

For Teachers.

Third.—To provide teachers who pursue this course with suggestions relative to methods for intelligent observations of their pupils as to the mental, moral, and physical development manifested through

the external organs of the mind, and through the movements of parts of the body. By such means teachers may obtain a definite knowledge of their pupils that will aid in classification and in better adaptation of methods to their general conditions and needs. Such knowledge will lead to great success in teaching.

During an early period of development the child is sent to school, that he may receive the beneficial influences of education through processes of training designed to further draw out and organize his latent powers.

The knowledge to be obtained by the study of children intimately concerns the parent, the teacher, the pupil, and all who in any way direct in the affairs of education. Such knowledge has a vital bearing upon the successful training of children under all conditions of life.

PLAN OF STUDY.

Before undertaking a systematic study of children, it is very desirable that some knowledge be obtained as to what observations have been made and reported relative to this subject. The following list of books is given to indicate a course of reading that would be helpful to those who desire to be informed concerning a practical study of children. Brief statements are here given, showing special features presented by each author in his treatment of this subject, for the purpose of aiding those who wish to select the two or three books that may seem to be most useful in meeting their needs. A careful reading of two or more of the books named in the following list will suggest how to proceed in making observations while studying children.

BOOKS ON THE STUDY OF CHILDREN.

1. First Three Years of Childhood. By Bernard Perez. Translated from the French. 324 pp.

A rich mine of facts for parents concerning very young children ; with suggestions in relation to what should be looked for in studying children.

2. The Mind of the Child, in the First Years of Life. By W. Preyer. Translated from the German.

Vol. I.—*The Senses and the Will.* 364 pp.

Vol. II.—*The Development of the Intellect.* 317 pp.

The first volume carefully traces the progress in development of the senses—sight, hearing, feeling, taste, smell—and the development of the will. It compares the progress of development in the child with that of animals, showing the great interval between the animal and the human being.

The second volume treats of the development of the intellect through language. It contains a chronological arrangement of the observations made by the author which will greatly aid others in making similar observations. These volumes cover the first three and one-third years of the child.

3. The Education of Man. By Friedrich Froebel. Translated by W. N. Hailmann. 332 pp.

Developing and strengthening the good in the child, and weakening and overcoming the bad, through the child's plays and the activities of his life, form the basis of early education as presented in this work. With this underlying principle the child is to be trained through his physical, social, moral, and mental natures to act in harmony with his playmates, his family, his country, and his God. The plans presented for early training in these beginnings of an all-sided education include methods of procedure in different subjects, thus making this work of practical use both to parents and to teachers.

4. The Ruling Principle of Method Applied to Education.

By Antonio Rosmini. Translated from the Italian by Mrs. W. Grey. 363 pp.

This work, like that of Froebel, urges the importance of training the moral nature from the earliest period of childhood. It treats of the beginnings of the mental and moral development of the child. It points out the natural order of procedure in teaching, and shows how it may be followed.

The author considers the early education of children in connection with their psychological development. He quotes freely from the rich psychological fund of Madame Necker de Saussure, who wrote much that is valuable in relation to the study of children.

5. The Children; How to Study Them.

By Francis Warner, M.D. 92 pp.

The works of Froebel and of Rosmini, described above, give prominence to the development and training of the moral natures of children. The two books in this list, by Dr. Warner, give prominence to observations based upon the activities of the mind as manifested through the body and movements of its parts (physico-psychology), as a means of determining what plans and methods should be employed in the subsequent training.

6. The Growth and Means of Training the Mental Faculty.

By Francis Warner, M.D. 237 pp.

This volume comprises a course of lectures delivered before the "Teachers' Training Syndicate," in the University of Cambridge. The leading topics considered were: "Nature's Methods; Brain as a Part of the Body; Brain Displaying Mind Action through Postures and Movements of the Head; Features of the Face, the Hands, etc.; How to Observe and Describe Facts; Various Conditions of Children, and the Importance of Noting Them; Signs of Mental Action, their Significance and Management; Classification of Children in School, and their Influence upon One Another." A useful work to aid teachers in gaining an accurate knowledge of children in their physical and mental character. By means of such knowledge the intelligent teacher attains great power in training his pupils. Both of these volumes will be found useful to parents and teachers.

OBSERVATIONS AND REPORTS.

The following Blanks and the directions for observations, records, and reports were prepared to guide parents in the study of children from *three to seven years of age, inclusive.*

It may be desirable for students in normal schools and for teachers to make observations, records, and reports relating chiefly to children from *five to ten years of age.*

☞ In cases of observations made concerning children from *five to ten years of age*, the notes should be extended under the appropriate subdivisions, and especially in relation to *acquired knowledge*, statements reported as to the child's ability to use such knowledge intelligently.

A careful examination of each set of Blanks—Nos. 1, 2, 3—with their several sub-heads, and the items for inquiry specified, together with the notes and suggestions relative thereto, will indicate with a reasonable degree of definiteness what observations should be recorded, and the manner for reporting condensed statements of the facts pertaining to the child's "*Nativity and Environment*," to the child's "*Physical Conditions*," and to the child's "*Mental Activities.*"

Experience will suggest to the observer of children other matters, not specified in the items mentioned, which might be reported by parents or by teachers. In such cases these facts may follow the last subdivisions in the blanks containing the subject to which they refer, with the head—"*Additional Notes.*"

The following descriptions and explanations relative to the three Blanks prepared to accompany this syllabus give such information as will guide in making intelligent observations, records of the important matters, and reports of that which is valuable.

☞ Each set of Blanks filled with facts should contain the name and address of the person who made the observations reported therein; also the *dates* between which the first and last observations on the subjects recorded in those Blanks were made.

The name, address, and dates may be written on each report sent, in the following form:

Report of Observations made by .....

.....

Between.....189

and.....189

N.B.—When the letter P is prefixed to a subject, numbered, the letter indicates that *parents* and special students should record notes and make reports on matters of that subdivision.

When the letter T is prefixed to a numbered division it indicates that *class teachers* should note matters pertaining thereto, as far as practicable, for the purpose of obtaining knowledge necessary to enable them to shape their teaching so as to meet the prominent needs of their pupils.

Facts and Items to be Reported in

BLANKS NO. I.

Nativity and Environment of the Child.

Name in full.[a]
Residence.[b] Country, Village, or City. [State which.]

P. 1. Date of birth.

P. T. 2. Nationality of each parent.

P 3. Education of each—common school or liberal.

P. T. 4. Occupation of father.

P. 5. State what attention, if any, has been given by father or mother for developing the child's powers of observation.

P. T. 6. Has the child sisters or brothers?[a] How many of each?[b] How many older?[c] How many younger?[d] If a brother or sister has died, state the age of the child named above, when such brother or sister died;[e] also state the age of the one who died.[f]

P. 7. Mention any special training or instruction the child has received at home.

P T 8. If the child has attended school,[a] state the age at which the attendance began;[b] also the number of months in school,[c] and state the kind of school attended.[d]

P. 9. Mention any other facts in the child's environment that probably have aided or retarded his development.

Facts and Items to be Reported in

BLANKS NO. II.

Physical Conditions.

Name in full.[a]
Residence.[b] Country, Village, or City.

☞ In making notes relative to the physical conditions, describe what you actually see, not what you believe to exist, nor what you infer. Measure and otherwise test. For suggestions, see "How to Study Children," and "Training the Mental Faculty," by Dr. Warner.

P. T. 1. *Physical Conditions.* — Age considered; tall, medium, or short;[c] stout, medium, or slender;[d] healthy and ruddy, sickly and pale;[e] complexion, light or dark;[f] skin, fair, thin, or coarse;[g] color of hair;[h] movements, slow or active.[m] The weight may be given.[n]

P. T. 2. *Measurements.*—Height;[b] chest measure;[c] circumference of head;[d] distance from ear to ear over the vertex of the head.[e]

P. T. 3. *Proportion of Parts of Body.*—Shape of head,[a] well-formed or ill-shapen; size of head,[b] large, medium, or small; width[c] from temple to temple, wide, medium, or narrow; forehead, height of,[d] width;[e] from hair margin to eyebrows;[f] deep or shallow; quality of hair,[g] fine, coarse, thick, or thin.

P. T. 4. *Face.*[a]—Round, oval, long ; nose,[b] shape of ; lips,[c] thick, thin ; ears,[d] large or small, similar in shape and position, or unlike ; much or little expression in face ;[e] dull or bright.[f]

P. T. 5. *Eyes :* color and condition.—Color ;[a] sight,[b] normal, short, or far-sighted ; vision,[c] same in both eyes, or different ; note particular differences ; eyes large or small;[d] prominent or sunken ;[e] movements of eyes,[f] regular or wandering. Note the distance at which colors can be distinguished clearly ;[g] the distance at which objects, each an inch in diameter but of different shapes, as square, circle, cube, sphere, can be distinguished.[h]

P. T. 6. *Movements and Postures* of body and its parts, and their indications. — Head ;[a] hand ;[b] fingers ;[c] shoulders ;[d] spine.[e] See Dr. Warner's "Mental Faculty," pages 51–71.

P. T 7. In cases of prolonged exercise of any part of the body, also of the mind, note effects observed, as fatigue, restlessness, exhaustion, sleepiness, etc.

P. 8. *Heredity.*—This term signifies transmission of physical and psychical qualities and tendencies from parent to child. Note such resemblances of either parent, in the child, stating which parent, and in what qualities and physical conditions the tendencies and resemblances appear.[a] Note also similar resemblances to either grandparent.[b]

Facts and Items to be Reported in

BLANKS NO. III.

Mental Activity.

Name in full.[a]

Residence.[b] Country, Village or City.

☞ Careful observations and appropriate tests should be made as to the degree of perception developed through the several senses, and notes taken in relation to each, as to their activity and power, whether quick or slow, minute or general in character of observations, accurate or inaccurate.

Note, also, mental activity through movements of parts of the body—head, eyes, hands, arms, feet, etc. Distinguish between spontaneous and stimulated movements.

P. T. *Spontaneous Movements* are those that are made without any apparent stimulation of any organ of sense. These movements are common in infants and in young animals generally. They do not indicate special mental activity. Restlessness is a common result of these movements; and sometimes playfulness, also.

P. T. *Stimulated Movements* are those made from the influences of external objects or agencies acting upon the mind, through organs of sense, by means of light, color, sound, touch, taste, odor, etc.; also by means of the will-power. Movements of this kind indicate special mental activities. These are the movements that must be employed in the process of developing and training the minds of children. In teaching, the stimuli must be applied through the proper organ of the mind, in order to produce the activities of the brain necessary to secure correct results in education. Note whether these movements are prominent, average, or infrequent; also note the ease and facility of movements in plays, games, and in whatever manual acts the child performs. The observations and tests of mental activities may begin with the organs of sense—the external organs of the mind.

It should be remembered that appropriate exercise of the several senses are the means by which the development and education of each must be reached. Hence suitable opportunities for such exercises should be provided to aid the child in this

development, and the progress made by the child should be carefully observed and noted from time to time. Such training of the senses should begin at an early age, and be continued through a series of experiences that will enable the child gradually to distinguish, more and more readily and accurately, smaller and smaller differences as to *color*, *form*, *size*, *distance*, *number*, and *weight* of objects, and also in matters pertaining to properties of sounds.

☞ *Likeness—Unlikeness:* These may be made both a common starting point and *a standard* for determining the condition of any sense as to its degree of development or non-development, when studying children. In proceeding ascertain whether the child readily and correctly perceives the likeness or unlikeness, the points of resemblance or the points of difference, when the attention is directed to a particular object, or to the property of it which is then under observation. Keeping this *standard* in mind will greatly simplify the work of the parent or teacher while studying children.

Important Caution.—It is very important that the one who observes and questions the child should be confidentially intimate with the child. Questions casually put, during an ordinary talk with a child, will usually elicit answers that are not reflections of the questions. Avoid curious questions, that might excite the child's wonder, and lead him to say fanciful things. Discreet questions, unexpectedly put and promptly responded to, often give valuable data. As far as possible *the observations should be made without the child being conscious that anything unusual is taking place.* Note, especially, the spontaneous and usual manifestations and acts of the child.

P. T. 1. *Sight.*—Note whether differences are readily distinguished between forms,[a] between colors.[b] Note the degree of ability in matching colors, and mention the usual mistakes made.[c] Are common animals[d] and common plants[e] readily distinguished? Are varieties[f] in a class of animals and of plants distinguished? Character of the general power and activity of this sense should be noted, as, quick or slow,[g] minute or general, as to properties of objects seen.[h] Does the child notice distinctions in regard to light or color, which may be expressed by such terms as light, dim, shade, dark, bright, dull?[i]

Sight enlightens the hearing. Touch corrects perceptions of sight. The hand and the eye assist each other in correcting errors of perception. Sight is a scientific sense, giving us knowledge of color, form, number, and size of objects.

P T. 2. *Hearing.*—Note whether different sounds are readily distinguished ;[a] whether like sounds in the elements of speech are recognized ;[b] whether musical tones are distinguished ;[c] whether the general character of the hearing is acute or dull,[d] accurate or imperfect;[e] whether the child locates sounds ;[f] whether the hearing is the same in both ears.[g] Note the distance at which the child can hear the ticking of a watch.[h]

Note also whether the child readily distinguishes members of the family and other persons by their voices, their footsteps ;[k] and whether different kinds of animals are distinguished by their voices ;[m] and whether the significance of different tones of voice are distinguished as representing pleasure, sorrow, pain, etc.[o] Does the child distinguish between sounds that are commonly indicated by the words, high, low, loud, soft, harsh, bang, roar, hum, whir, jingle, patter, etc.[p]

The sense of hearing makes us acquainted with sound and all its differing qualities, and their significance. It is an artistic sense.

P T. 3. *Touch.*—Note the child's ability to distinguish objects and forms by touch ;[a] the activity and power of this sense, acute or dull ;[b] minute or general in perception.[c]

P. 4. *Taste, Smell.*—Note whether the child readily distinguishes *flavors*[a] and *odors* ;[b] whether objects are distinguished by either or both of these senses.[c]

Taste and smell appear to be chiefly servants of the body. Their activities pertain more to physical than to intellectual conditions.

These two are the least intellectual of the senses. In the order of development, taste is the earliest, and smell the latest, of all the senses, in manifesting activity.

P. T. 5. *Muscular Sense.*—This sense takes notice of pressure, resistance, hardness, weight, etc., as experienced when we voluntarily exercise our muscles. Its development gives power in controlling movements of the limbs and body.

Note the development of this sense, as observed in the child's increased power of control over his limbs and body generally;[a] as to the free and ready use of the hands, fingers, arms, legs, feet, etc.;[b] as to the handy manner of taking, holding, and using various toys, implements, tools, etc.;[c] as to the manner of standing, walking, running, jumping, playing, etc.;[d] as to paper folding, cutting, drawing, writing, making shapes in sand, clay, or other material;[e] as to skill in the use of puzzles, of common building blocks, in balancing small objects on the fingers, hands, etc.;[f] as to ability to distinguish great or small differences between light and heavy objects.[g]

P. T. 6. *Sight and Hearing.*—Note which of these senses is most active in the child;[a] which is most used in the lessons at school.[b]

P. T. 7. *Hearing and Voice.*—Note the child's ability to imitate sounds, as heard in speech;[a] sounds of given letters;[b] in music;[c] and sounds generally.[d]

P. T. 8. *Language.*—Note whether the speech of the child is slow or fluent;[a] whether the articulation is distinct or defective;[b] whether he lisps, or substitutes wrong sounds in words;[c] how many different words the child uses correctly, with apparent knowledge of their meaning;[d] the class of words most used;[e] are long or short words most used?[f] Do the sentences used contain few or many words?[g] Are different forms of verbs used correctly?[h]—as, is, was, are; see,

saw ; do, did ; has, have ; run, ran ; fall, fell ; find, found ; eat, ate ; wear, wore ; come, came ; strike, struck ; throw, threw ; sing, sang; tear, tore ; tell, told ; take, took, etc.

P. T. 9. *Knowledge of Common Objects.*—Observe the child's present knowledge relative to common objects and matters of life, and note the general concepts relating to the subject of inquiry. [a]

Such inquiries and notes are very useful to a teacher in determining with what and where the instruction to be given should begin. These observations will enable the teacher to obtain, in the shortest time, an idea of the degree and extent of the present development of the pupil which is essential to successful progress in teaching.

P. T. 10. *Color.*—Note which colors are best distinguished ; [a] which are seldom distinguished.[b] Note ability or inability to match prominent colors ; [c] to separate unlike colors ; [d] to match shades and tints of colors ; [e] to separate shades and tints that differ. [f]

Note the child's perception of *harmony*, as ability or inability to arrange colors in combinations or groups that produce pleasing effects on the "color sense." [g]

P. T. 11. *Form.*—Note the child's ability to distinguish likeness and unlikeness in forms generally ; [a] differences in similar forms ; [b] ability to distinguish the differences and resemblances in two or more common plane or solid forms ; [c] note the forms most readily distinguished. [d]

Symmetry.—Note the child's development in order and symmetry of arrangement, as observed in ability to arrange differing plane forms in groups so as to produce a pleasing effect on the mind. [e]

P. T. 12. *Number.*—Note the extent of the child's ability to count objects, and to state how many objects are counted ; [a] ability to group or add objects and tell how many in all ; [b] ability to arrange objects

in groups of an equal number and to state the number of objects in each group, the number of groups, and how many objects in all the groups ;[c] ability to take away a given number of objects from a larger number and to state how many remain ;[d] ability to separate large groups of objects into equal smaller groups, and state how many of each smaller group can be made from the large group.[e] To what extent, if any, does the child recognize figures as symbols of groups of several objects ?[f]

State additional facts relative to the child's knowledge of number.

P. T. 13. *Attention.*—Self-direction of the mind. Mental activity through sight, hearing, touch, etc., toward some definite object. Attention may be *voluntary*, an act of the will, as when it is directed by a wish to know. It may be *non-voluntary*, as when the mind is acted upon by external stimuli, by the direct influence of objects, etc. The attention may be affected more or less strongly by objects of special interest to the child.

Note whether the child's attention is chiefly voluntary or non-voluntary in its character ;[a] also the kind of objects that exert most influence on the child's non-voluntary attention ;[b] the kind of objects toward which the voluntary attention is most commonly directed ;[c] are the child's usual acts of attention brief, or continued ?[d] does the attention soon return again to the same object ?[e]

Does the voluntary attention often control non-voluntary attention ?[m] Does the child's control over non-voluntary attention appear to increase ?[n] Does the child keep his attention on a given matter when strong external influences attract his attention elsewhere ?[o]

P. T. 14. *Memory.*—Repeated attention is necessary to secure fixed retention, or "good memory." Note whether or not the child gives repeated attention to that which he observes ;[a] whether the child

recognizes or remembers objects, persons, places, etc., that he has not seen within one month, three months, six months.[b]

During his fourth year, does the child remember objects, persons, or places seen during his third year?[c] Does the memory of the child in his fifth, sixth, or seventh year recall persons, places, or events of the third, fourth, or fifth years?[d]

Report special facts in relation to the child's memory of his environments during the second or third previous year.[e]

Does the child's retentive power over facts appear to increase year by year, from the age of four to seven?[f]

Does the child usually repeat correctly a simple statement of fact, after three or more hours have elapsed?[g] After several weeks?[h]

What facts, events, or objects does the child remember best during each year?[m]

Does the child remember the words, or the thoughts of language heard more accurately?[n]

P. T. 15. *Imagination.*—Observe the different phases of imagination manifested by the child in connection with the use of playthings, their arrangement—the concrete representations of this mental power.[a] Note mental operations in connection with the acquisition of knowledge in which acts of imagination are distinguished.[b] Note the results of imagination in the child's stories based on real objects and events.[c] Note whether the child tends to see mental images of objects outside of himself, even when he knows them as mere images;[d] whether these images seem as large, or as small to him, as the real objects;[e] whether they are as bright in lustre or as good in color as the real things;[f] whether he can match colors from memory;[g] whether he sees in imagination, faces, animals, and similarly interesting but complex objects, as easily or vividly as simpler objects.[h] Note whether the child distinguishes facts from fancies, or the creations of his imagination in statements made or stories related by him;[m]

whether he states as realities or facts, matters concerning which he could not have known anything.[n] Note the character of the misstatements made.[o] Note the degree of correctness in the child's statements of ordinary acts, events, etc.[p] Does the child distinguish between an error of statement and a falsehood?[s]

P. 16. *Self-Consciousness.*—Note whether the child distinguishes its person as a thing apart from other external things;[a] whether he recognizes his own thoughts, feelings, as acts of himself;[b] whether he readily distinguishes between the *I* and the *you.*[c] State the age at which these distinctions began to be made by the child observed.[d]

P. T. 17. *Emotion.*—Note leading facts pertaining to the child's emotions, his feelings of kindness toward others;[a] his manifestations of selfishness;[b] acts of cruelty to animals, etc.[c] Do the child's emotions tend toward a right development of his moral nature?[d]

P. T. 18. *Will, Willing.*—Note the marked manifestations of will-power in the child.[a]

Observe how the child is most easily or readily guided by the will of others.[b]

Observe carefully the motives that most influence the child's willing—his actions,[c] appetite, affection, etc.

Note how these motives may be changed, and how changed motives affect the willing—the actions.[d]

Does the child's willing tend toward right acts, and kindness, or toward selfish acts, and cruelty?[e]

Will Manifestations.—Note differences in effects on children, in ordinary cases (avoiding rash experiments). When stories are told about good children and about naughty ones;[f] also when such stories are told to many children of the same age;[g] and whether the wrong deed appears the more fascinating, tending to lead the child

to imitate the bad act described rather than the good one ;[m] whether this effect varies as the naughtiness varies ;[n] whether the child warned by graphic descriptions of the dreadful consequences of a given deed, as playing with fire, or walking on railway tracks, etc., seems to become so fascinated with the wrong act that he is led to do that which he was warned not to do.[o] Note cases observed where efforts to induce the child, by lively descriptions, to do a given act have produced a sort of apathy or lack of will impulse to do that act.[p] Note the child's primary fascinations—that which he irresistibly longs to do without apparent cause, especially where such things are dangerous or wrong.[s]

P. T. 19. *Reasoning, Child's Logic.*—Note facts relative to the child's processes of thought when giving his reasons. Give examples of early activities of the powers of reason in the child. What evidence does the child show of the use of any of the powers of reasoning ?[a] Give examples.

P. T. 20. *Association of Thoughts.*—Give examples illustrating the child's associations of thought. Do these relate to time—to place—to effects—to cause—to similarity—to contrast ?

P. T. 21. *Prominent Activities.*—State the prominent activities, physical and mental. State the more general activities, spontaneous, stimulated, nervous, thoughtful or deliberate ; clumsy or handy ; fidgety or quiet ; attentive or inattentive. What are the child's special aptitudes ?

P. T. 22. *Oddities.—Peculiarities.*—Oddity—a singularity, eccentricity, or queerness rarely seen. Peculiarity implies a condition, habit, etc., that is not possessed by others, or is seldom met with. Note these conditions where they are sufficiently prominent to materially affect the child.

P. T. 23. *Special Training.*—State any special training that has

been given at home or in school, toward awakening and developing the mental activities.

P. T. 24. *Temperaments.*—Distinct manifestations of differences in kinds and degrees of excitability from external influences. These manifestations pertain to feelings and actions, and may be noted as quick or slow, strong or weak.

1. The sanguine temperament relates to feelings, and may be distinguished by general quickness of feelings and excess of excitability.

2. The phlegmatic temperament relates to actions, and may be distinguished by slowness of excitability and of action [formerly called lymphatic temperament].

3. The choleric temperament [formerly called bilious temperament] relates to actions, and may be distinguished by great energy in single directions. When properly controlled and guided, it gives steadfastness of character and purpose. When influenced by mere impulse, or wrong motives, it leads to obstinacy and unreasonable persistence in a course once begun.

4. The sentimental temperament [called melancholic temperament] relates to feelings, and may be distinguished by special receptivity, and by ready yielding to inclination, and dislike of hard work. These temperaments are more or less mixed in individuals. In observing characteristics of temperaments, note the stronger ones, those that seem to exert the greater control over the child. Comparing the manifested feelings of two or more children, to determine their resemblance and difference in feelings, will aid in discovering the leading temperaments.

Temperaments determine the prevailing bias of disposition, the inclinations and leading tendencies of the child as well as of the man and woman. By learning to distinguish the bias and prevailing tendencies of a child's nature we learn how to control and guide him aright.

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Ability to readily determine which of these temperaments is most prominent in children will greatly aid a teacher in classifying pupils so as to secure the best results in class instruction.

The *sanguine temperament* requires a gentle, quiet treatment, refined in manner, free from sternness, harshness, and roughness.

The *phlegmatic temperament* needs a stimulating, urging, animating, encouraging treatment ; a manner that arouses and incites to more vigorous exertion on the part of the pupil.

The *choleric temperament* requires a judicious controlling influence, evenness in management, and careful guidance, without provoking obstinacy.

The *sentimental temperament* needs training in firmness, self-reliance, and decision of character ; also in energy of action, and a willingness to do that which is difficult.

P. T. 25. *Heredity.*—Inherited dispositions and the mental and moral tendencies of children should be studied and *noted* whenever these dispositions and tendencies resemble similar characteristics in either the father,[a] or the mother,[b] or in either of the grandparents.[c] Such observations and notes may be made relative to any of the mental activities indicated herein.